



Student Success & Support Council Meeting Minutes

November 5, 2014

MB350A

12:30 – 2:30 PM

MINUTES

Charge of the Committee:

Through the integrated efforts of academic and student services, the Student Success and Support Council reviews and recommends strategies and initiatives designed to help students achieve success. The committee engages in research, analysis, and dialogue to guide implementation of initiatives to ensure college access and improve student success and equity.

Present: Scott Cameron, Rebecca Pang, Lisa Darty, Pam Godfrey, Kristiana Ogilvie, Jennifer San Nicolas, Christine Swiridoff, Laura Vasquez, Heather Ostash, Kathy Salisbury, Paula Suarez, Julie Cornett, Lisa Stephens, Caroline Sanderson, Gary Enns, Lauren Patridge

Absent: Corey Marvin, Deanna Campbell, Paula Caudill, Steve Rogers, Sarah King, Kristin Hanle, Lisa Fitzgerald

Guests: None

Materials: Agenda, draft minutes for Oct. 8th meeting, Interventions document, Priority Work Plans template, Proportionality data document, 2014-15 Financial Aid data trend document/email, DSPS data trend document, Campus-based Research document, SS&SP Committee makeup document, SS&SP Plan's identified development strategies document

TOPIC	FACILITATOR	SUMMARY/ FOLLOW-UP	O	C
1) Opening of Meeting		Meeting called to order at 12:30 PM.		
2) Approval of Agenda		The agenda was approved as presented; no additional items added.		
3) Approval of Minutes and Review of Previous Action Items		Minutes from the Oct. 8 th meeting were reviewed and approved as presented. All Action Items from Oct. 8 th were completed.		
4) Update Regarding ATD		Handouts were provided. Heather informed the committee that there was a		

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Coaches Meeting		<p>meeting held on Monday, November 3rd with the ATD coaches and provided information regarding the outcome of that meeting. During the meeting, they reviewed where we are in the process, what has been done to date, and what still needs to be done. A lot of that conversation was centered on formalizing the structure and figuring out better ways to track. As a result of that conversation, Core and Data members were identified and assigned to be engaged in that process: talking about it, checking in with the Lead, and tracking it as it moves forward. We have to report back to the ATD Coaches on all this; instead of submitting a plan, we are to report out sometime in May 2015. We have not received a tool for the reporting out requirement yet, but expect it will be forthcoming during the spring semester.</p> <p>Committee members spent time reviewing, discussing, and providing input for change to the Priority Work Plan template that was presented by Heather. She will take all the input provided, flesh it out a bit, and then add the information into the document. Suggestions were made regarding the column headers and for additional columns to be added:</p> <ul style="list-style-type: none"> • change the column heading from <i>Date Initiated</i> to <i>Initiated Review</i> • change the column heading from <i>Date Completed</i> to <i>Completed</i> • add a column labeled <i>Assessment</i>, with two sub-columns labeled <i>Formative</i> and <i>Summative</i> • change to legal-size paper to allow ample room for adding additional columns, as identified <p>Once Heather makes the changes, Kathy will re-create the document in Excel, and then it will be brought back to this group for another review.</p> <p>The group also reviewed and discussed the Intervention handout that was provided. This document includes information regarding who is responsible for each of the three initiatives that were previously identified:</p> <ol style="list-style-type: none"> 1) Intake 2) Orientation to Online 3) Basic Skills Improvement <p>There were changes made to accurately reflect who is doing what:</p> <ul style="list-style-type: none"> • <u>Intervention #1</u>—no changes made • <u>Intervention #2</u>— Lisa Darty is the identified Core Team member rather 		

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		<p>than Pam Godfrey</p> <ul style="list-style-type: none"> • <u>Intervention #3</u>— <ul style="list-style-type: none"> ▪ Laura Vasquez and Pam Godfrey are the identified Core Team members ▪ Steve Rogers is the identified Data Team member <p>ACTION ITEMS:</p> <ul style="list-style-type: none"> ▪ Heather will follow up with Ron Head, the ATD Data Coach, for clarification about the ATD reporting out piece and the process. ▪ Heather and Kathy will work together on the Priority Work Plan and then send it out to Council members. 		
4) Student Equity Plan		<p>The Campus-based Research handout was provided. It basically takes the feedback from the Data Team and puts it into a format that will be used to add the information within the Student Equity Plan. Instead of being based on different populations, the plan will be based on the five key indicators and those populations where gaps have been identified within those indicators. This document lists the five major data trends/gaps that were previously identified:</p> <ol style="list-style-type: none"> 1) Access 2) Ethnicity 3) DSPS Students 4) Economically disadvantaged 5) Remedial Math and English <p>Council members reviewed and discussed the content of the document and made comments and suggestions associated with eliminating barriers and improving the identified gaps.</p> <p>ACCESS GAPS:</p> <ul style="list-style-type: none"> • <u>#1 Gender:</u> <ul style="list-style-type: none"> - males - an external factor • <u>#2 Age:</u> <ul style="list-style-type: none"> - 40 or older students - Targeted entry level, short-term programs 		

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		<ul style="list-style-type: none"> - Since we cannot focus on personal enrichment, less of a population - Challenges with intake process; solely electronic process creates challenges with getting in; an overwhelming roadblock - Community Education serving the needs - Re-entry population; promoting certificates and re-training opportunities; get or promote - Work more closely with the base; promote certifications for promotion and job advancement - Short-term certificates to meet the needs of the community; more re-training opportunities - Age ranges fit with student equity - Not interested in online programs; expect and prefer face-to-face classes - Family member attending Cerro Coso; making a connection with a faculty member; because harder to make a connection with the younger students in the classroom <ul style="list-style-type: none"> • <u>#3 Ethnicity:</u> <ul style="list-style-type: none"> - American Indian - White (Caucasian) - In Inyo County, mirror the census data, so yielding about the same from community - Owens Valley Career Development Center Partnership; office on the ESCC/Bishop campus; not as many Natives in Mammoth; more Hispanic • <u>#4 DSPS:</u> <ul style="list-style-type: none"> - Insufficient data - No way for identifying number in community vs. number coming to college • <u>#5 Economically Disadvantaged:</u> <ul style="list-style-type: none"> - Insufficient data • <u>#6 Veterans:</u> <ul style="list-style-type: none"> - Insufficient data <ul style="list-style-type: none"> ▪ Application data—self identify ▪ Identification of spouse and family for outreach; working more closely with the base again 		

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		<ul style="list-style-type: none"> • <u>#7 Foster Youth:</u> <ul style="list-style-type: none"> - Insufficient data - Targeted peer mentoring for various student populations. • <u>COURSE COMPLETION GAPS:</u> • <u>#1 Gender:</u> <ul style="list-style-type: none"> - No significant disproportionate impact identified • <u>#2 Age:</u> <ul style="list-style-type: none"> - No significant disproportionate impact identified • <u>#3 Ethnicity:</u> <ul style="list-style-type: none"> - American Indian - White - Small number of students - Peer mentoring - Professional Development; sensitivity to needs of various populations - Partnerships with community organizations • <u>#4 DSPS/Unit Data:</u> <ul style="list-style-type: none"> - Peer mentor program; funding - Professional Development; help faculty with tools; resources for faculty - Educating about accommodations - Make Moodle accessible • <u>#5 Economically Disadvantaged/Unit Data:</u> <ul style="list-style-type: none"> - Study hall/study space; other EOPS students could gather - Peer mentoring - Professional Development - Open Educational Resources - Assignments not based on textbooks for first week of semester - Resource list for Financial Aid to distribute to FA students - Textbooks earlier; particularly for Basic Skills - More accessibility to adjunct instructors - Tutoring • <u>#6 Veterans:</u> <ul style="list-style-type: none"> - Insufficient data 		

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		<ul style="list-style-type: none"> • <u>#7 Foster Youth:</u> <ul style="list-style-type: none"> - Insufficient data <p><i>Additional suggestions:</i></p> <ul style="list-style-type: none"> - Peer mentoring - Better advertising of the Chaffee Grant; promotion - Tutoring would be particularly helpful; engaging early; figuring out ways to connect populations of students - Adjunct faculty office hours - Faculty inquiry groups - Faculty lounge; resource center with computers - Opportunities for connecting students with each other; study groups; promoted by faculty - English; working on acceleration - Supplemental Learning - Basic Skills; encourage students to get contact information <p><u>ESL and BASIC SKILLS GAPS:</u></p> <ul style="list-style-type: none"> • <u>#1 Gender:</u> <ul style="list-style-type: none"> - No significant disproportionate impact identified • <u>#2 Age:</u> <ul style="list-style-type: none"> - English; 25 and above (to some degree 20-24) - Math; 20-24 to some degree • <u>#3 Ethnicity:</u> <ul style="list-style-type: none"> - African American - American Indian • <u>#4 DSPS:</u> <ul style="list-style-type: none"> - Both English and Math - Working with faculty and departments • <u>#5 Economically Disadvantaged; Unit Data:</u> <ul style="list-style-type: none"> - Both English and Math • <u>#6 Veterans:</u> 		

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		<ul style="list-style-type: none"> - Insufficient data • <u>#7 Foster Youth:</u> <ul style="list-style-type: none"> - Insufficient data <i>Additional suggestions:</i> <ul style="list-style-type: none"> - Boot camps - Assessment preparation - Supplemental instruction - Acceleration - Clear perception of goals - Contextualization - Ways to get them to take advantage of resources; barriers to taking advantage of those resources - Career Pathways; pull out CTE data; who did not take basic skills classes; follow up to find out why didn't complete program. Answers included: <ul style="list-style-type: none"> ✓ not being able to fit into program ✓ Scheduled courses during times that students would be able to take (Friday night) ✓ Knowing population and identifying barriers - Cohort; defacto cohorts; linked courses - Hybrid courses - Get them to take English and Math early - Probation/disqualification/FA warning - ESCC Scholarship students; requires English and math first semester <p><u>DEGREE and CERTIFICATE COMPLETION GAPS:</u></p> <ul style="list-style-type: none"> • <u>#1 Gender:</u> <ul style="list-style-type: none"> - No significant disproportionate impact identified • <u>#2 Age:</u> <ul style="list-style-type: none"> - 20-24 age group - 25-39 age group • <u>#3 Ethnicity:</u> <ul style="list-style-type: none"> - African American (small numbers) - American Indian 		

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		<ul style="list-style-type: none"> • <u>#4 DSPS:</u> <ul style="list-style-type: none"> - No significant disproportionate impact • <u>#5 Economically Disadvantaged; Unit Data:</u> <ul style="list-style-type: none"> - No significant disproportionate impact • <u>#6 Veterans:</u> <ul style="list-style-type: none"> - Insufficient data • <u>#7 Foster Youth:</u> <ul style="list-style-type: none"> - Insufficient data <p><i>Additional suggestions:</i></p> <ul style="list-style-type: none"> - Pathways - Tying meaningfully to programs - Designing better certificate pathways; follow sequence; all classes offered - Track other completions: <ul style="list-style-type: none"> ✓ EMT ✓ CAN ✓ A better way to track these goals ✓ Stackable certificates; short-term <p><u>TRANSFER GAPS:</u></p> <ul style="list-style-type: none"> • <u>#1 Gender:</u> <ul style="list-style-type: none"> - No significant disproportionate impact identified • <u>#2 Age:</u> <ul style="list-style-type: none"> - 20-24 age group - 25-39 age group - 40 and older age group • <u>#3 Ethnicity:</u> <ul style="list-style-type: none"> - African American (small numbers) - American Indian (small numbers) - Hispanic, to some degree • <u>#4 DSPS:</u> <ul style="list-style-type: none"> - Disproportionate impact 		

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		<ul style="list-style-type: none"> • <u>#5 Economically Disadvantaged; Unit Data:</u> <ul style="list-style-type: none"> - Disproportionate impact • <u>#6 Veterans:</u> <ul style="list-style-type: none"> - Insufficient data • <u>#7 Foster Youth:</u> <ul style="list-style-type: none"> - Insufficient data <p>Council members were reminded that each semester, we will want to run the data for the key five indicators previously identified. We will need to review the summative assessment to see how our interventions are affecting success and retention rates, persistence rates, etc. In looking at our data for the formative assessments, it is anticipated we will have a lot of qualitative data to gather: surveys, inquiry groups, etc.</p> <p>Once the Student Equity Plan has been completed, it will be shared with Council members.</p> <p><u>ACTION ITEMS:</u></p> <ul style="list-style-type: none"> ▪ The Data Team will develop an assessment process associated with the five key indicators. ▪ Heather will incorporate all pertinent input into the Student Equity Plan as she continues to write the plan. ▪ Heather will share the Student Equity Plan with all Council members once it has been completed. 		
5) Other?		No additional agenda items or discussions added for this meeting.		
6) Future Meeting Dates/Times		<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>September 3, 2014</p> <p>September 24, 2014 Cancelled</p> <p>October 8, 2014</p> <p>October 22, 2014 Cancelled</p> </div> <div style="width: 45%;"> <p>November 5, 2014</p> <p>November 12, 2014</p> <p>December 3, 2014</p> </div> </div>		
7) Adjournment		The meeting was adjourned at 2:30 PM.		

Open/ Closed

Title Heather Ostash
 Person in charge of meeting

Recorder Kathy Salisbury
 Person responsible for recording meeting